

DOCUMENT RESUME

ED 297 320

CS 211 171

TITLE 1987 Colorado Writing Assessment.
INSTITUTION Colorado State Dept. of Education, Denver.
PUB DATE 24 Aug 87
NOTE 26p.; For related document, see CS 211 172.
Photograph may not reproduce clearly.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports -
Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Assessment; Elementary Secondary
Education; *Expository Writing; Grade 3; Grade 6;
Grade 9; Grade 11; Instructional Effectiveness;
Letters (Correspondence); Student Writing Models;
*Writing Evaluation; Writing Research; Writing
Skills
IDENTIFIERS *Colorado; *Narrative Text; Writing Contexts

ABSTRACT

To evaluate the writing skills of Colorado students under the Educational Quality Act of 1985 (commonly known as the 2 + 2 project), a study administered writing tasks to a statewide sample of third, sixth, ninth, and eleventh grade students in the spring of 1987. A narrative or story-telling writing task was administered to 2,000 grade 3 students and 2,000 grade 6 students. An expository letter-writing task was administered to 2,000 grade 6 students, 2,000 grade 9 students and 2,000 grade 11 students. Papers were scored by two different scorers on a four-point primary trait scale using pre-defined criteria about how well the paper accomplished the writing task. Results revealed that most grade 3 and grade 6 students were able to write an acceptable story while most grade 9 and grade 11 students were able to write an acceptable letter to their principal about a proposed change at school. (Attached information includes: (1) a picture used for the story-writing task; (2) sample score sheets for the narrative and expository writing tasks; (3) sample student responses to the story-writing and letter-writing tasks from each grade level tested; (4) the letter-writing assignment sheet; and (5) four tables of data.) (MM)

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1987 Colorado Writing Assessment

Developed and implemented by
The Colorado Department of Education
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There is good news about the writing abilities of Colorado public school students:

Most grade 3 and grade 6 students are able to write an acceptable story while most grade 9 and 11 students are able to write an acceptable letter to their principal about a proposed change at school.

In the spring of 1987, under the Educational Quality Act of 1985, commonly known as the 2 + 2 project, a student testing program was conducted. Colorado's unique response to educational reform, the 2 + 2 Project, was funded at \$2 million annually for two years to focus on six major areas of educational reform: measuring student achievement, recruiting and retaining outstanding teachers, preparing school administrators to be instructional leaders, reducing and preventing student dropouts, challenging gifted and talented students, and training educational staff evaluators. The funding for the project was contributed by Colorado's school districts which returned \$3.70 per student from funds they received from the state.

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The 2 + 2 Project measured the achievement of all public school students in grades 3, 6, 9 and 11. To examine the effectiveness of a number of different student assessment models, the 1986-1987 students testing program used statewide samples of students rather than testing every student in a grade. All the samples were constructed in such a way that the results can be generalized to all students.

To measure the writing skills of Colorado students, a narrative or story-telling writing task was administered to a sample of 2,000 grade 3 students and 2,000 grade 6 students. Presented with a picture of a stork and several possible opening lines, students were asked to write a story about the stork. An expository, letter-writing task was administered to a sample of 2,000 grade 9 students and 2,000 grade 11 students. Students were asked to select one thing about school that needed to be changed and to write a letter to the principal, identifying the change and explaining how to bring about the change and its potential benefits. Because sixth grade is considered to be a transitional time when writing instruction moves away from narrative writing to expository writing, the letter-writing task was also administered to the sample of 2,000 grade 6 students.

The student papers were all scored on a four-point primary trait scale using pre-defined criteria about how well the paper accomplished the writing task. The scoring was done by professional, trained scorers in North Carolina. All papers were scored twice. If the two scores did not agree, the paper was scored by a third reader.

Papers scored as a "1" were considered unacceptable; the student was not able to accomplish the story-telling or letter-writing task. Papers scored as "2," "3," or "4" were considered as acceptable. Score point 2 represents "minimally acceptable" papers; these students were able to accomplish the writing task at a minimal level. Score point 3 represents the "better" papers; these students were clearly able to accomplish the task. Score point 4 represented the "outstanding" or "excellent" papers; these students wrote structured and complete stories or systematically defined and defended their proposed change.

How did third and sixth graders do on the narrative writing task?

- Statewide, 90% of the grade 3 students and 96% of the grade 6 students wrote acceptable stories (score points 2, 3, or 4).
- More males than females wrote unacceptable papers at both grades (11% versus 7% at grade 3 and 4% versus 2% at grade 6).
- Approximately half (49%) of the grade 3 students and one sixth (17%) of the grade 6 students wrote "minimally acceptable" stories. Over half (56%) of the grade 3 males and nearly a quarter (24%) of the grade 6 males wrote "minimally acceptable" stories.
- Seven percent (7%) of the grade 3 students and 36% of the grade 6 students wrote outstanding stories. A tenth of the grade 3 females and close to half (47%) of the grade 6 females wrote outstanding stories.

The stories written by grade 3 and grade 6 students were also scored for some very specific secondary aspects. Did the student use imagination in constructing the story? Did the student use good and varied sentence structure? Did the student have problems with grammar, mechanics, and spelling? Some of the highlights are listed below.

- A tenth of the grade 3 stories and 2% of the grade 6 stories were predictable and unimaginative.
- A quarter of the grade 3 papers and nearly a tenth (9%) of the grade 6 papers had sentence formation problems. Conversely, a quarter of the grade 3 papers and nearly two-thirds (65%) of the grade 6 papers used good and varied sentence structure in telling the story.
- Thirteen percent (13%) of the grade 3 papers and 2% of the grade 6 papers had enough errors in grammar, mechanics, and spelling that they interfered with the reader's ability to follow the story.
- Three-tenths (30%) of the grade 3 papers and almost two-thirds (65%) of the grade 6 papers had moderate to few errors in terms of grammar, mechanics and spelling.
- How did Colorado students in grades 6, 9, and 11 do on the more difficult letter writing task?
- Twenty-eight (28%) of the grade 6 papers, 11% of the grade 9 papers, and 8% of the grade 11 papers were considered unacceptable, with males writing more unacceptable papers than females at each of the three grades.
- Nearly six-tenths (59%) of the grade 6 letters, four-tenths (39%) of the grade 9 letters and three-tenths (28%) of the grade 11 letters were considered to be minimally acceptable.

- Among grade 6 students, females had more minimally acceptable papers (61%) than did males (58%). For both grades 9 and 11, 7% more of the males had minimally acceptable papers than did females.
- Less than 1% of the grade 6 letters were considered to be excellent. Twelve percent (12%) of the grade 9 letters and 22% of the grade 11 letters were considered to be excellent. At grade 9, 7% more females wrote excellent letters than males did; at grade 11, 8% more females wrote excellent letters than males did.
- Less than 1% of the grade 6 letters were considered to be excellent. Twelve percent (12%) of the grade 9 letters and 22% of the grade 11 letters were considered to be excellent. At grade 9, 7% more females wrote excellent letters than males did; at grade 11, 8% more females wrote excellent letters than males did.

The letters to the principal were also scored for specific secondary aspects such as development of supporting detail, the use of good and varied sentence structure, and errors in grammar, mechanics, and spelling. Highlights included the following:

- Among grade 6 students, 61% included supporting detail in their letter. At the older two grades, 83% of the grade 9 students and 89% of the grade 11 students provided supporting detail for the proposed change at school.
- Males at all three grades were less likely than females to include supporting detail. Forty-three percent (43%) of the grade 6 males, 19% of the grade 9 males, and 14% of the grade 11 males included little or no supporting detail.
- A tenth of the grade 6 letters, more than four-tenths (43%) of the grade 9 letters, and nearly two-thirds (64%) of the grade 11 letters used a variety of sentence structures with few sentence formation errors.

- More than a quarter (28%) of the grade 6 papers, 9% of the grade 9 papers, and 5% of the grade 11 papers had many errors in grammar, mechanics and spelling which interfered with the writer's meaning. But more than a fifth (22%) of the grade 6 papers, 48% of the grade 9 papers, and 59% of the grade 11 papers had few to no errors in grammar, mechanics, and spelling.

Information concerning the specific writing task, the scoring criteria, and samples of scored student writing are attached.

Results of the

1987 Colorado Writing Assessment

Conducted by the 2 + 2 Project

August 24, 1987

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1987 COLORADO WRITING ASSESSMENT

LOOK AT THE PICTURE PRINTED BELOW FOR A WHILE AND THEN MAKE UP A STORY ABOUT IT. WHEN YOU ARE READY, WRITE YOUR STORY. IT MAY BE HELPFUL FOR YOU TO START WITH ONE OF THE FOLLOWING LINES, BUT YOU MAY BEGIN ANY WAY YOU WISH.



Possible First Lines

"I'm telling you, Henry, if you don't get rid of that thing, it's going to eat up the cat!"

"But, Mother, I am telling the truth! It laid an egg in the car."

"Last night a very odd-looking bird appeared in the neighborhood."

Colorado Writing Assessment -- Narrative

Primary Trait

- 0 = *No response.*
- 1 = *No evidence of storytelling.* These responses do not show evidence of storytelling. Thus, they either accumulate details without a situation to anchor and unite them, or they add just a few descriptive details to one of the situations provided in the stem.
- 2 = *Some evidence of storytelling.* These responses attempt the basic task of storytelling. They invent a situation to account for the bird, but the fictional demands are fundamentally unfulfilled for one of several reasons: a) the response may give the bare outline of a plot, with a beginning, middle, and end, but little or no elaboration of detail; b) the response may have no sense of a plot, but may simply ramble on from the initial situation with many details, but with no process or purpose to give it point or structure; c) the response may begin telling a story, but it never gets further than the beginning; or d) the response may relate several separate stories without connection between them.
- 3 = *Clear evidence of storytelling.* These responses clearly show evidence of the storyteller's obligation to structure a plot and elaborate it with appropriate details. Thus, they show a markedly greater sense of coherence with amplitude than "2" responses. But, they are usually somewhat flawed in one of the following ways: a) one or another part of the basic plot may be thinly or inconsistently detailed; b) the situation may be established, the plot developed, but the piece may come to an end without a clear or appropriate closure; c) the plot may be completely elaborated, but it contains technical inconsistencies in point-of-view, handling of dialogue, or management of narration.
- 4 = *Structured and complete storytelling.* These responses tell a complete story, amply as well as appropriately detailed at all points, and fully as well as consistently resolved. They exhibit tight control in the management of a whole fiction to provide context for the status of the bird.
- 7 = *Illegible, illiterate.*
- 8 = *Misunderstand the task; write on another topic.*
- 9 = *I don't know.*

Secondary Traits

Content

- 0 = *No response.*
- 1 = *Story shows minimal originality -- predictable / unimaginative.*
- 2 = *Story attempts originality -- an attempt to be original but not sustained or consistent throughout the story.*
- 3 = *Story has originality which is sustained -- unique viewpoint or structure consistent throughout paper.*

Expression

- 0 = *No response.*
- 1 = *Many sentence formation problems.*
- 2 = *Few sentence formation errors but little variety -- sentences at very basic, simplistic level.*
- 3 = *Few sentence formation errors, but a variety of sentence structures used correctly.*

Grammar / Mechanics/Spelling

- 0 = *No response.*
- 1 = *Many errors that interfere with meaning.*
- 2 = *Many errors but they do not interfere with meaning.*
- 3 = *Moderate or few errors.*

Notes:

Spelling errors counted for basic words only, as readers do not know grade level.

A pure description paper will receive a primary trait score of "1" but is open to the full range of secondary trait points.

1987 Colorado Writing Assessment

Narrative Writing Task (Story about the Stork) -- Grades 3 and 6

Performance by Primary Scoring Trait*

Primary Trait	Grade 3			Grade 6		
	All	Males	Females	All	Males	Females
1	9%	11%	7%	3%	4%	2%
2	49%	56%	41%	17%	24%	10%
3	34%	28%	40%	43%	45%	40%
4	7%	4%	10%	36%	26%	47%

Performance by Secondary Scoring Traits*

Secondary Trait	Grade 3			Grade 6		
	All	Males	Females	All	Males	Females
"Content"						
1	10%	12%	8%	2%	3%	2%
2	43%	46%	38%	18%	25%	12%
3	47%	41%	53%	79%	72%	87%
"Expression"						
1	25%	28%	23%	9%	12%	6%
2	50%	51%	48%	26%	32%	19%
3	25%	21%	29%	65%	56%	74%
"Grammar/Mechanics/Spelling"						
1	13%	16%	9%	2%	3%	1%
2	57%	58%	56%	33%	40%	27%
3	30%	26%	35%	65%	57%	72%

* Totals may not equal 100% due to rounding error.

Sample Responses to Story Writing Task

Sombody owns a stork - "I'm telling you Henry, if you don't get rid of that thing it's going to eat up the cat. but mom I never had a bird before so WOT, I hate birds. I wish I can kep that bird but it says to go back to the zoo.

Grade: 3	Sex: Male	Primary Trait: 1
Content: 1	Expression: 2	Grammar/Mechanics/Spelling: 2

The Stork

One day I went to the zoo and guess what I saw? I saw a stork. I saw an Monkey, a Seal and the Stork. It was very pretty. It was black and white it sure had long legs. I was surprised when I saw it. Boy I wish had a Stork.

Grade: 3	Sex: Female	Primary Trait: 1
Content: 1	Expression: 2	Grammar/Mechanics/Spelling: 3

"But, Mother, I am telling the truth! It laid an egg in the car." When we came home it did Mom, I'm tellig the truth

Mom!Mom! it laid two more What are we going to do. I don't know Henrey What are you doing. Seeing if the eggs are alive. Get Mom the eggs are bigger Oh, No!

Mom the eggs have hatched We're are they Meet your new brothers larry, Jerry, and harry, Oh! No. I'm going to the store henrey. Watch the Kids I will mom. What do you want to play. Throw the egg at Brother henrey Stop it! I'm home Hi Mom.

The End

Grade: 3	Sex: Male	Primary Trait: 2
Content: 2	Expression: 2	Grammar/Mechanics/Spelling: 1

"I'm telling you, Henry, if you don't get ride of that thing, it's going to eat the cat!"

Howe! Mom it's casing the cat, Corection it just ate the cat. Quick Henry get the shot gun, but mom, no buts get the Shotgun! "look out" that thing tried to bite you. Let's go kill it mom, good idea Henry.

There it is shout it "bang"!

I missed. "hey wear did it go". I don't know.

"mom", it look like a vuture and a flamingo put together ya it dose. Give me the gun I see it "bang". I got it I really got it." Let's take a look mom" Ok. Sick mom his brian is leking out.

"Mom let's barie him, it's lease we can do""ok."

The next morning it was gone and never saw it agin.

Grade: 6	Sex: Male	Primary Trait: 3
Content: 3	Expression: 1	Grammar/Mechanics/Spelling: 2

I'm telling you, Henry, if you don't get rid of that thing, it's going to eat up the cat!" But Ma. Don't you but ma me! Now you go back to your room and find it. OK I will try to find it. Come out were ever you are. Chomp! So there you are yick! There eggs I can't tell mom this or Chomp! WOW! You scare me pickle. Pickle do you want to go play some ball. Ok. Let's go. Do you want to bring your little babies. Yes! do come on you guys! Chomp! Ok I am going to name your babies. Your name is peanut. and yours is Pike and yours is Nosey. Peanut you'll be the pitcher and Pike will be the right end. And Nosy will be the left end. And me and Pickle will be the players. Are you guys ready. Play ball! They are winning I think we should go on in now. Because it's getting late. Let's go Hi mom ouch! Stop schoching in my shirt. What did you say dear. Oh nothing Mom. Super is ready every one. Mmm! that was a good dinner. Thank you. I'll feed the rest to the dog mom. Ok. And I went up stairs and gave it to the birds. And in the morning they left a note that said. Were gone now by. I hope they are all right Every day. The end

Grade: 3	Sex: Male	Primary Trait: 3
Content: 3	Expression: 1	Grammar/Mechanics/Spelling: 3

One night a very unusal bird appeared in the forest. When it made a nest it was near the pond. There were other birds there too. But this one ate all the plants in the pond. Then after a week or two the stork had eaten all the plant in the forest. He was huge as a grissly bear. People were afraid that the stork would attack people and they were right. It soon went into town attacking people and places. The stork who attacked grocery stores and people was known as Big Bird. The government sent in the Army, Marines, and air Force to try to stop Big Bird. But it didn't work. His big wings blew people on the ground, and airplanes and jets. After 2 months gone a scientist named St. Pat made a plant that would bring Big Bird back to normal. Finally the plant was planted and Bird Bird had a huge appetite and he saw the special plant. He landed a ate all of plants planted. After a few seconds Big Bird was normal again.

The
End

Grade: 6	Sex: Male	Primary Trait: 4
Content: 3	Expression: 3	Grammar/Mechanics/Spelling: 3

I'm telling you Brian if you don't get rid of that thing is going to eat up the cat. I don't care I'm alergetic to cats! So anyway I want to keep that Bird.

Grade: 6	Sex: Male	Primary Trait: 1
Content: 1	Expression: 1	Grammar/Mechanics/Spelling: 1

"A Topsy, Turvy Birdie"

It was a beautiful summer day in July. A boy named Henry Oliver was playing in the backyard of his house.

Henry was like any other six year old boy except for one thing, he adored his 16 pets. Everyday he would care for his snakes, dog, rabbit, turtles, fish, cat, hampsters & a crazy looking bird-like animal Henry called a Bonk.

Well everything at Henry's house was pretty normal until the Bonk came. Henry's parents didn't seem to mind his pets since he was an only child. But one day Henry was taking a walk when a funny looking bird came and swooped him up off the ground. Henry was scared, especially when the bird dropped him in a huge nest.

Well, it just so happened Henry's dad was walking near the area where the nest was. He saw Henry & ran to get him, but the bird just flew up to the sky with Henry.

Mr. Oliver called the neighbors, Mrs. Oliver, the police, the fire dept., and Henry's school. Everyone came out to see the bird with Henry. Nobody could get him down though, except for two people passing by in a hot air balloon.

When Henry finally returned to the ground he was on the news, in the paper and got to keep the Bonk.

Grade: 6	Sex: Female	Primary Trait: 4
Content: 3	Expression: 3	Grammar/Mechanics/Spelling: 3

Wher the Strange Bird Came From.

Last night a very odd-strange looking thing came into town when I wock and so is ugly looking in my window I just about stremed. The first thing I did was jump out of bed onto my feet and got dreesst then than I called my to friends Micheal and Sherrill. They wher waching T.V. I told them that I was coming over and to be ready to go and when I got to thier house they wher on thier bikes ready to go. Pause) They asked me what in the world we sher going to be doing on a Saterdag do you whot me to tell you are show you they both said show us what soo I did when they soo it they asked me what is it I said I don't know that's the mystery I said What a mystery we have so we better start on the mystery we better split up. Duston we need walky talkies oh we beter go get them out of the house. We started ride are bikes as fast as we could i was turning around we must have fritened it when we wher talking. Suddenly I said the walky talkies. I'll go back and get them by.

The
End!

Grade: 3	Sex: Male	Primary Trait: 2
Content: 2	Expression: 1	Grammar/Mechanics/Spelling: 1

"Last night a very odd looking bird appeared in the neighborhood," said Save Burtley, the newscaster. "This bird is very rare in this part of the country. They are called the conder Ostriches. If by any chance, you see this bird around your area, please contact your local Police Department".

Leslie then turned off the T.V. She told her mother, who was in the kitchen about the conder Ostrich. Her mother was very surprised, and said to Leslie, "If you want, you can go out tomorrow and search for the bird!" Leslie was very excited.

The next morning was a Saturday. Leslie gulped down her breakfast and went out in search of the conder Ostrich. She walked around the neighborhood for quite a while. She didn't see any sign of the bird. Then she decided to go down by the school park. There, she saw something under the tree. It was making this strange noise Leslie walked up to it very carefully, afraid that it might run away from her. She cautiously petted it's soft, feathery head and started talking to it. She started walking back to her house with the bird. When she got home. She took it in her backyard and told her mom to call the Police Department.

A few minutes later, the Police came with a truck to put the bird in. Leslie became so close to the bird, and the bird became so close to Leslie. Then, she gave the Conder Ostrich a big hug and a kiss and put him in the truck. Then zookeeper and a policeman came up to her and gave her a certificate and a coupon that said she could visit the zoo as much as she wants, free.

She accepted them happily and said she'll go to the zoo twice a week to visit her friend, the conder ostrich. And she kept her promise too!

The End

Grade: 6
Content: 3

Sex: Female
Expression: 3

Primary Trait: 4
Grammar/Mechanics/Spelling: 3

1987 Colorado Writing Assessment

IMAGINE THAT YOUR PRINCIPAL ASKED FOR A SUGGESTION ABOUT HOW TO MAKE THINGS BETTER IN YOUR SCHOOL. WRITE A LETTER TO YOUR PRINCIPAL TELLING JUST ONE THING YOU THINK SHOULD BE CHANGED, HOW TO BRING ABOUT THE CHANGE, AND HOW THE SCHOOL WILL BE IMPROVED BY IT. USE THE INFORMATION PROVIDED BELOW FOR THE BEGINNING OF YOUR LETTER. BE SURE TO WRITE YOUR LETTER ON THE SPECIAL PAPER PROVIDED. SIGN YOUR LETTER "CHRIS MARTIN" WHEN YOU ARE FINISHED.

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, Colorado 89890

Colorado Writing Assessment -- Expository

Primary Trait

- 0 = No response.
- 1 = *Do not define and defend a change.* Some "1" papers do not propose a change or identify a problem; they are simply statements of attitude, judgement, desire, or dissatisfaction. Other "1" papers do identify a problem or recommend a change, but do not explain how to implement the change or solve the problem. They do not tell how the school will be benefitted. An elaborately detailed description of a problem should not be scored higher than "1" if no solution is identified or defined. Lists of problems or changes are also scored as "1".
- 2 = *Define a change and offer minimal defense.* Respondents state a change they want made in their school or a problem that needs solving. In addition, they must tell: a) how to bring about the change or solve the problem; or b) an improvement that will result from the proposed change or solution. Some "2" papers do present all three elements, but the reasoning is not developed. Some are in a sketchy, skeletal, rudimentary form that is basically a bare outline. Others are disjointed or the ideas aren't related (solution doesn't solve the problem, benefit isn't related to the change, etc.).
- 3 = *Define and defend a change.* Papers state a change or identify a problem, explain how to bring about the change or solve the problem, and tell how the change will benefit the school. Reasoning is used to expand or explain at least one of the elements. For example, there might be a detailed plan for an elaborated explanation of the problem. Usually, one element is well developed while the others are only asserted or barely mentioned resulting in an unevenly developed paper. Occasionally, a "3" paper will contain an elaboration of a severe problem (drugs, gang wars, etc.) that implies the benefits without stating them.
- 4 = *Systematically define and defend a change.* These papers have all the elements of "3" papers. They are organized and controlled. At least two, and possibly all, of the elements are developed so that the various issues are related to each other and to the proposition.
- 5 = *Illegible, illiterate.*
- 8 = *Misunderstand the task, write on another topic.*
- 9 = *I don't know.*

Secondary Traits

Content

- 0 = No response.
- 1 = No supporting detail for any of the elements of the prompt, or only one element may be identified and supported.
- 2 = Supporting detail for at least one element of the prompt. Two or more elements must be identified.
- 3 = Vivid, concrete and complete supporting detail for the two or more elements of the prompt.

Expression

- 0 = No response.
- 1 = Many sentence formation problems.
- 2 = Few sentence formation errors but little variety -- sentences at very basic, simplistic level.
- 3 = Few sentence formation errors, but a variety of sentence structures used correctly.

Grammar / Mechanics/Spelling

- 0 = No response.
- 1 = Many errors that may interfere with meaning.
- 2 = Some errors that do not interfere with meaning.
- 3 = Few to no errors in grammar and mechanics; few to no errors in spelling.

1987 Colorado Writing Assessment

Expository Writing Task (Letter to the Principal) -- Grades 6, 9, and 11

Performance by Primary Scoring Trait*

Primary Trait	Grade 6			Grade 9			Grade 11		
	All	Males	Females	All	Males	Females	All	Males	Females
1	28%	32%	23%	11%	13%	8%	8%	10%	5%
2	59%	58%	61%	39%	43%	36%	28%	31%	24%
3	12%	8%	15%	37%	34%	40%	43%	41%	44%
4	0%	1%	0%	12%	9%	16%	22%	18%	26%

Performance by Secondary Scoring Traits*

Secondary Trait	Grade 6			Grade 9			Grade 11		
	All	Males	Females	All	Males	Females	All	Males	Females
"Content"									
1	38%	43%	33%	16%	19%	12%	11%	14%	7%
2	54%	52%	57%	50%	52%	49%	43%	45%	42%
3	7%	4%	10%	33%	29%	38%	46%	42%	51%
"Expression"									
1	26%	30%	22%	10%	13%	6%	6%	7%	4%
2	63%	62%	65%	47%	50%	43%	30%	37%	23%
3	10%	7%	13%	43%	36%	50%	64%	56%	73%
"Grammar/Mechanics/Spelling"									
1	28%	34%	21%	9%	12%	4%	5%	6%	3%
2	49%	47%	51%	42%	47%	37%	36%	43%	29%
3	22%	17%	27%	48%	40%	58%	59%	51%	68%

* Totals may not equal 100% due to rounding error.

Sample Responses to Letter Writing Task

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, Colorado 89890

Dear Mr. Hopkins,

I regret to inform you that your school resembles a fascist dictatorship. I see myself, and fellow students being controlled by your stupid ideas. Which students don't agree with, and don't help us in any way. Our spirit and morale is slowly fading away because of your Hitler type rules. In one just, one year, our past freedoms and priveleges have almost vanished. Such as: no more hallway priveleges, tightening of unnecessary rules, (like no sitting or eating in halls,) stricter absense and tardy policies, and last, but not least, no more school spirt! We aren't allowed to get roudy at sporting events anymore! I have seen many friends and fellow students kicked out for such behavior. Why? Do we like our school too much? Do we have too much spirit? Now, many students wish not to attend sporting events at our school. This type of dictator-related control you and your staff have on his school will eventually drain this school of morale, or spark heavy rebellion. Thank you for letting me voice my opinion.

Sincerely,
Chris Martin

Grade: 11	Sex: Male	Primary Trait: 1
Content: 1	Expression: 2	Grammar/Mechanics/Spelling: 2

333 West Street
Central City, CO 89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, CO 89890

Dear Robin Hopkins,

I know you have alot of problems. I know one of them. The last time we talked you mentioned something about a lunchroom problem. I know a way you can solve this problem. You could either inforce the rules or put more teachers in there. If you want to talk, call me. You have my number.

Sincerly,
Chris
Martin

Grade: 6	Sex: Female	Primary Trait: 1
Content: 1	Expression: 2	Grammar/Mechanics/Spelling: 2

333 West street
Central City, Colo. 89890
March 3, 1987

Robin Hopkins Principal
Stevens Public School
Central City, Colo. 89890

Dear Mr. Hopkins,

I think that your school should have a basketball team.

I know it might cost a little more money, but we can have a carwash to raise some money.

It will be fun for the kids and for the adults.

So I hope that you will consider the idea.

Sincerly,
Chris Martin

Grade: 6	Sex: Male	Primary Trait: 2
Content: 1	Expression: 2	Grammar/Mechanics/Spelling: 3

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, Colorado 89890

Dear Robin Hopkins,

I never heard of you, but you could make a field trip for the whole school to go to the zoo for 5 dollars each, or you could over spring break raise enough money to build a section on to the school for the 7th grade students. Your school will be changed alot with a new section on it. Like give away prizes to a carnival for money for the construction workers for the equiptment that you need to make a section, but you have to have permission from the owner who made the school first.

Sincerlly,
Chris Martin

Grade: 6	Sex: Male	Primary Trait: 1
Content: 1	Expression: 1	Grammar/Mechanics/Spelling: 2

333 West Street
Central City Co.
89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, Co. 89890

Dear Mrs Hopkins,

There is one thing that I think that could be done to improve this school. That thing has to do with shorts. I think, and so do others, that shorts should be allowed in school. It doesn't present any problems and I think it could help. The reason for this is that the kids in class won't be as hot and would be more comfortable. Thank you for your time and I hope you can do something about this problem.

Sincerely,
Chris Martin

Grade: 9	Sex: Male	Primary Trait: 2
Content: 2	Expression: 2	Grammar/Mechanics/Spelling: 3

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, Principal
Stevens public school
Central City, Colorado 89890

Mr. Hopkins

I feel there is a problem hear at (real school name) that I would like to bring to your attention.

The problem is we dont have a football team for our school. There are certain individuals who feel the same as I do many of our students arent good enough to participate at the High school level there fore they dont get to play at all this intern destroys there self confidence and there moral at our own school which can effect other school sports. But as I was thinking about this problem I discoverd how to get a Football team we could have car washes to raise money for the uniforms we could even have a fee charged to all participaing players. This intern would help the moral of our students. For some sports its unheard of but with Football they could learn how to play it would make them stronger people mentally and phycically it would give people self confidence and a sence of pride. Thank you for listening to my proposal.

Sincerly Yours

Chris Martin

Grade: 9	Sex: Male	Primary Trait: 3
Content: 3	Expression: 2	Grammar/Mechanics/Spelling: 2

Dear Mr. Hopkins,

About the suggestion how to make things better for our school. I have one suggestion. This is make the school days longer. This will help in many ways 1.) Lunch could be extended, 2.) We'd have some extra time to have a study hall, 3.) more time to do work.

Another advantage of making the school days longer is we'd end the year earlier than before and have a longer summers. We'd also get longer Christmas Breaks, and Spring Breaks.

All of the above items are based on extending the average school day from 2:15 until 2:45 or 3:00.

Please take all of the things concerning extending the school day into very good and hard concentration.

Sincerely,

Chris Martin

Grade: 6	Sex: Female	Primary Trait: 3
Content: 3	Expression: 2	Grammar/Mechanics/Spelling: 2

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, principal
Stevens Public School
Central City, Colorado 89890

Dear Mr. Hopkins,

In this school I have found a great problem. Evrey morning I have trouble finding a parking place. I am not allowed to park in the designated fire lanes. On snowy days the parking lot is a mess, people are stuck because it is unplowed. To solve this problem two things must be done. First, expand the parking lot. Make it bigger so that students, teachers, and visitors have enough room to park. Second, employ tractors to clear the lot immediatley after a snow. To bring about the change the school could raise the money by having benefit dances and games and students donating money. A sum of money could be placed in the budget for the tractors.

This change would let more students to drive to school and park safely. More visitors would come to the school if they knew they could park safely. I hope you will listen to my ideas and bring about this much needed change, thank you.

Sincerely,
Chris Martin

Grade: 11	Sex: Male	Primary Trait: 4
Content: 3	Expression: 2	Grammar/Mechanics/Spelling: 2

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins
Stevens Public School
Central City, Colorado 89890

Dear Sir:

The morale at Stevens has needed a change for a long time. The students hold many grudges against each other and some students have no friends because of this.

What I propose is to have one class twice a week that deals with students working out problems with others and getting acquainted with new friends.

First of all, to bring about this change, I would meet with the counselors on the idea and get their opinions. Since, of course, they would agree with me totally, I would go on to the next step in my counseling change. The next step is to have a schedule of classes that would meet together on certain days for their sessions. This scheduling takes place on Thursday. The classes that would meet together would vary greatly since there are so many different classes. The schedules of meetings would revolve so that no two full classes would ever meet more than once. The schedules would also intertwine so that not more than five sessions would go on in one period. I think also, the schedules of class meeting class should be kept secret so that people will be anxious to know who they're going to see.

I believe that people shouldn't keep things bottled up inside of them. At these meetings, people can get these things off their chests. Counselors and teachers would also be present to talk to.

The school spirit will be much higher during this time and will boost grades and morale at the same. The general purpose of this change is to be friends with all you can and be happy at the same time.

Sincerely,

Chris Martin

Grade: 9	Sex: Male	Primary Trait: 4
Content: 3	Expression: 3	Grammar/Mechanics/Spelling: 3

333 West Street
Central City, CO 89890
March 3, 1987

I think we need to be able to chew gum. Because will be good at baseball. If you have gum in your mouth and you don't want to chew it any more all you have to do is throw it and it give a good aim in basketball. Because when you spit at the trash it give a good aim. It makes a good missile in your mouth.

One thing that's bad about this is one your teeth. It put the sugar in to your teeth, and mashes it, and the dentist is so expensive. I should not I just had a root canal.

I think it's a good idea in a way, because so many kids get their name on the board. Please help us have that rule.

Chris Martin

Grade: 6	Sex: Male	Primary Trait: 1
Content: 1	Expression: 1	Grammar/Mechanics/Spelling: 1

333 West Street
Central City, Colorado 89890
March 3, 1987

Robin Hopkins, Principal
Stevens Public School
Central City, Colorado 89890

Dear Mr. Hopkins:

I would like to bring to your attention a matter which has been of great concern to me and many of my fellow classmates for the past year. As you are well aware, a student needs to accumulate a certain number of credits in order to graduate from high school. In most cases these requirements may be completed over the course of 4 years. To obtain these credits a student must fill at least 26 hours of credit per semester. If the student exceeds this limit, say taking 30 hours for their first two semesters, he/she is still required to attend classes in order to attain the minimum required hours, for the remainder of their high school career. This means that the student will have to take many classes that he/she does not want to take, and need to take to graduate. I feel that this policy should be changed, that students should only be required to take the courses they need to graduate and not have to fill up empty slots on their schedule with classes they have no desire in taking. If this proposition was approved it would ensure a greater interest in courses and would eliminate the students who were only taking the class to merely "kill time." This would enable the teachers to spend more time with the students who care and eliminate wasted class time. All that would be needed to bring about this change would be your approval and a presentation to the Board of Directors. We would appreciate your help in this matter.

Sincerely,

Chris Martin

Grade: 11	Sex: Female	Primary Trait: 4
Content: 3	Expression: 3	Grammar/Mechanics/Spelling: 3
